

The Good Touch Bad Touch Puppets Flipchart Project



LOVE 146 .ORG
end child sex slavery & exploitation





The Good Touch Bad Touch Puppets Flipchart Project was developed by the Chab Dai Prevention Forum as a way of communicating about sexual abuse and exploitation in a creative way.



Resource Development International brought the idea to life through the use of puppets and a series of photos which tell the story of three children who all become affected by abuse in different ways.



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Love 146 then initiated a pilot process to test out the flipchart and develop a quality product which can now be used across Cambodia.

What is sexual abuse?



Any form of sexual activity with a child, by an adult or another child (male or female) where there is no consent or consent is not possible.

Definition of Sexual Abuse: Non-Contact



- exposing children to adult sexual activity and/or pornography.
- asking sexually intrusive questions.
- making sexual or leud comments about a child's body.
- having children pose, undress or perform in a sexual manner for photographs, films or for immediate personal gratification.

Definition of Sexual Abuse: Contact



- being touched and fondled in sexual areas, including kissing.
- forcing a child to touch another person's sexual areas.
- sexual kissing or oral sex.
- penetrative intercourse-can be vaginally or anally with body parts (eg: fingers, tongue and penis) and/or objects.

Feelings after sexual abuse



Powerlessness and loss of control

"I feel so helpless.

Will I ever be in control again?"

Emotional numbness

"I feel so numb. Why am I so calm?

Why can't I cry?"

Denial

"Was it really abuse?

I'm okay. I'll be alright."

Disturbed sleep

Flashbacks

Guilt/self blame

"I feel as if I did something to make this happen. If only I hadn't....."

Embarrassment/shame

"I feel so dirty, like there is something wrong with me now."

Loss of confidence

"I feel I can't do anything any more....even the simplest things."

Fear

*"I'm constantly jumpy. A sudden noise,
an angry voice and I am afraid."*

Mood changes

"I feel like I'm going crazy!"

Low self-esteem

*"I'm disgusted by myself, by the memories.
I'm just worthless."*

Depression

*"How am I going to go on?
I feel so tired and hopeless."*

Anxiety

"I feel so tense. I'm a nervous wreck."

Hostility

Anger

"I want to kill him; I hate him, everything, everyone."

Fear of physical contact

"I just can't bear to be touched"

Alienation/isolation

Other signs of sexual abuse



Injuries to anus or genitals

Headaches, stomach aches

Sudden loss of appetite

Wetting the bed

Lack of personal hygiene

Running away

Inability to concentrate

Acting out

Self-harm

Aggression

Overtly sexual behaviour

Masturbation

The Grooming Process



Subtle steps



- Perpetrators select children who appear to be sensitive, insecure, quiet, passive and/or curious.
- They often gain access through the family or neighbourhood.
- Some use understanding, affection and love to gain the child's trust.
- Some use bribery or gifts.
- The first physical contact is usually “accidental” touching then the child can be manipulated through increasing levels of sexual talk and touching.

-With boys especially, often pornography, drugs and/or alcohol are used to get them to comply.

-The perpetrator may rationalize the abuse by saying it is sex education or a common expression of love.

- As abuse progresses, the perpetrator often uses threats of violence or exposure to silence the child.

-Violence can escalate if the child is resistant .

- In the worst case scenario, a perpetrator will kill the child to cover the abuse.

Boys and abuse



Discussion points



- The male victim and ideas of masculinity.
- The dangers and effects of abuse.
- Reactions to boys who have experienced abuse.
- The practice of fondling young boys' genitals.
- The challenges of working with boys.
- The support needs of boys.

Dealing with disclosures



DO.....



- Ensure the discussion is in a safe, quiet place, preferably in sight of another adult.
- Immediately tell the child you believe them.
- Tell them they were right to tell you and brave to do so.
- Use the child's language or vocabulary.
- Speak softly and calmly.
- Maintain eye contact and have a safe posture
- Acknowledge that it is difficult to talk about such things.

- Listen, listen, listen, listen.
- Tell them they are not responsible for what happened.
- Tell them that sometimes adults do things that are not OK.
- Do everything you can to support and reassure the child.
- Tell the child what you are going to do next.
- Reassure the child that you will only tell people who can help and not other children.
- Ensure the child feels safe following the disclosure.

DON'T.....



- Make promises you cannot keep.
- Panic or show that you are shocked.
- Give the impression that you may blame the child.
- Ask intrusive questions or suggest answers.
- Touch the child unless you ask permission and only on safe parts of their body.
- Attempt to investigate or confront persons accused in the disclosure.

Creating a safe environment



Anticipating questions



Child Protection Policy



It is important that you have read the Child Protection Policy of your organization.

By reading it you will ensure that:

- you are familiar with the beliefs and commitment of your organization.
- you are familiar with its screening and selection process.
- you are aware of the appropriate codes of conduct.
- you know how to report a disclosure.
- you know how to communicate about children.

Self-care



- Ensure you have a manager to talk to after a disclosure as it is likely to have an impact on you as well as the child.
- Ensure you know how and where to refer to before a child discloses.
- Do not start training until you have things in place to support the child and you.

Quiz - review



1. A perpetrator is normally a foreigner and/or a stranger.
2. Most incidents of sexual abuse are reported to the authorities.
3. Boys rarely get abused and if they do, they are stronger than girls in dealing with it.

Quiz - review (cont)



4. Children often find it difficult to express what they feel/need to adults as they are not used to being asked.
5. Having a support system in place for making referrals is essential when working with children.